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1. PURPOSE

The purpose of the is SOP is to provide information on how new programmes of training and education are developed and continuously improved. Program design and delivery is fully aligned with POL-64 Teaching and Learning Policy.

2. SCOPE

The scope of this SOP includes;

- Program design procedure is aligned with QQI validation requirements [QQI Policies and Criteria for Validation of Programmes 2016](#)
- Development of a New CAS programme
- Improvements to an existing programme

The following are excluded in the design of new programs

- Development of a New Non-CAS programme
- Development of a New HET programme
- Blended learning is excluded as an option for teaching delivery. In the event that BL is required, contact the Academic process team to initiate approval request process with QQI.
- Work placement requirements for programme design

3. RESPONSIBILITIES

Lean Consultant: Design a training programme to meet the requirements of the QMS (Quality Management System) as part of the Programme Development process.

Academic Process Team: To approve decision to develop a new programme and approval of final programme.

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4. PROCEDURE

4.1 Overview:

Figure 1 outlines the high-level flow from Programme design to approval by the academic team for the development of CAS programmes. There are 5 main process steps including:

- Approval of Programme Idea by the Academic Process.
- Review and Agreement with QQI Programme Classification from <https://qsearch.qqi.ie/WebPart/Search?searchtype=programmes>
- Decision to develop a programme design based on programme award type
- Develop the Programme Design
- Develop the Programme Assessment.
- Approval Internally of Programme for Validation.

Figure 2 outlines key steps to develop a new programme and a programme change identified from SOP-6 Self-Evaluation, Management Review and Continuous Improvement, these are managed via **Figure 3**.

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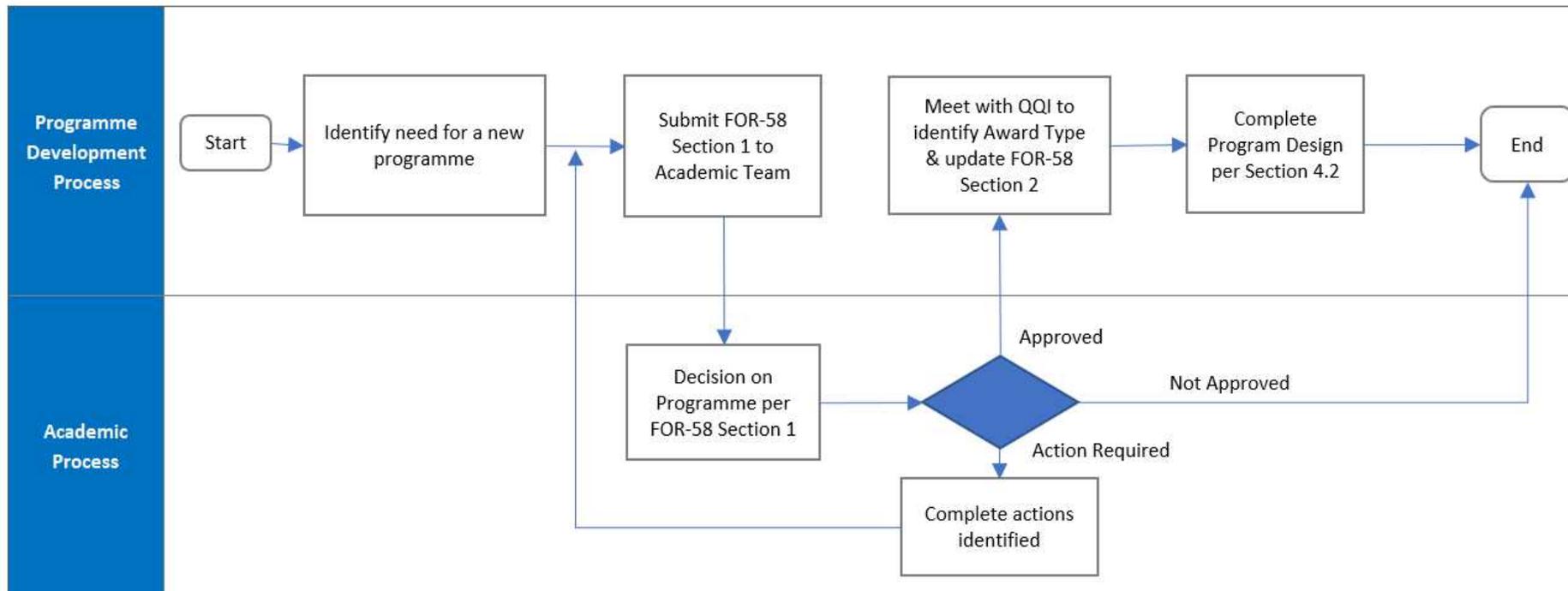


Figure 1 High Level Flow of CAS Programme Development and Approval Process.

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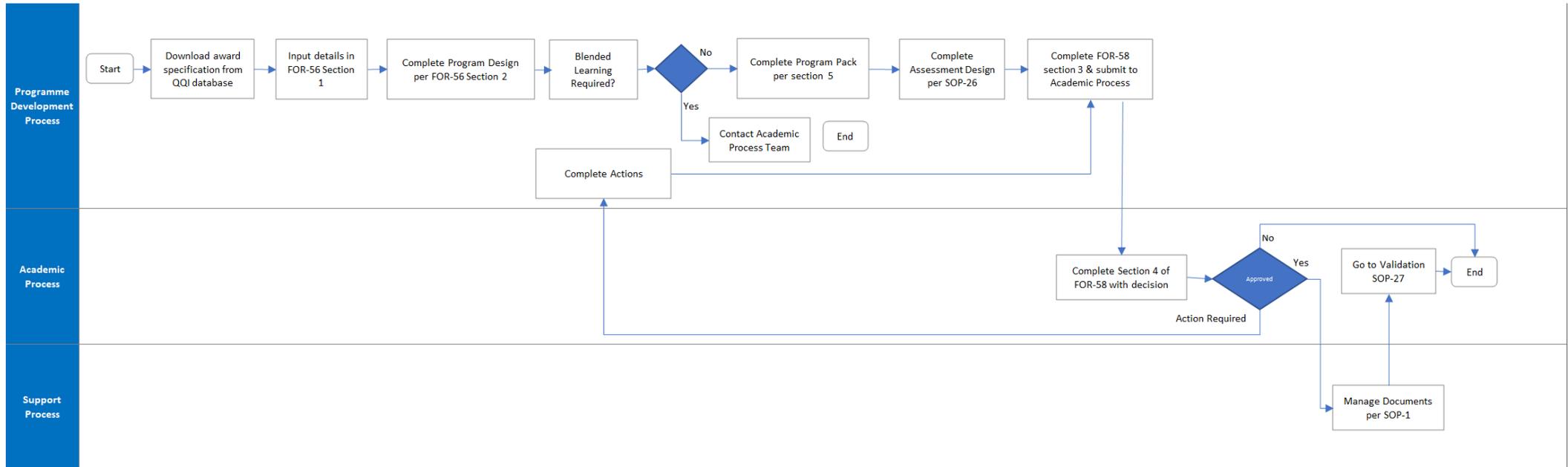


Figure 2 Process Flow chart to design and approve a CAS Programme

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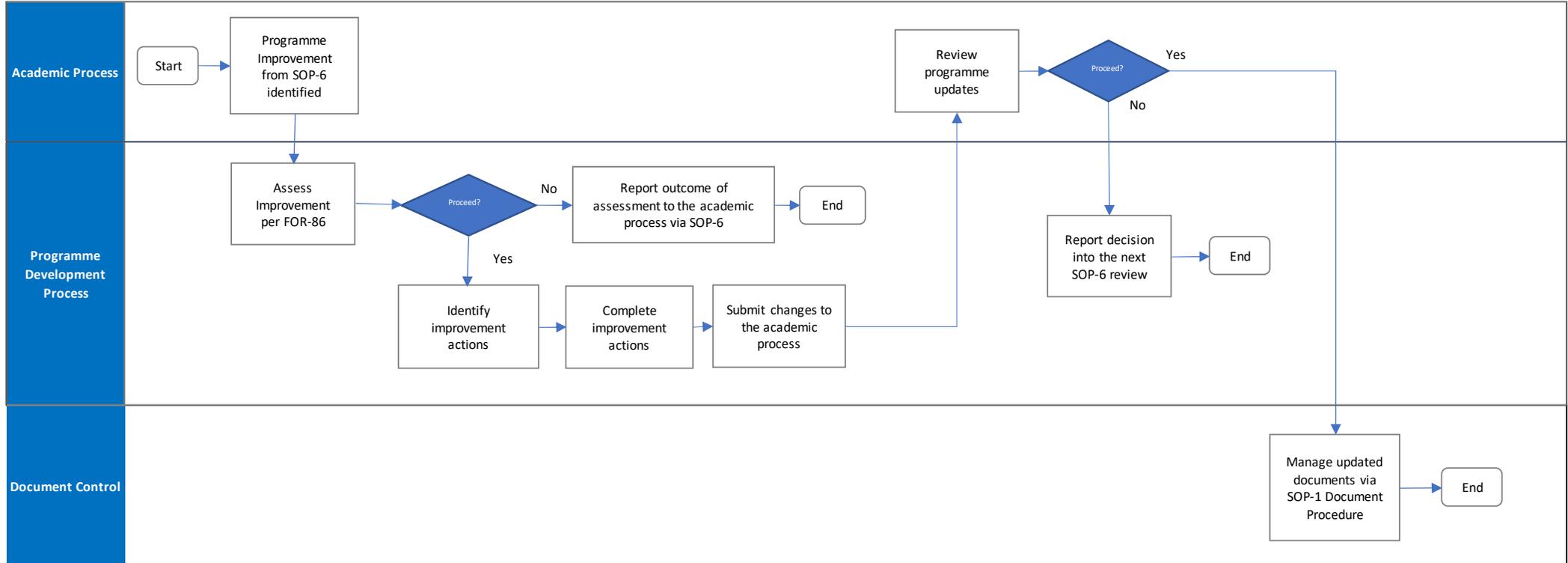


Figure 3 Programme Change

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4.2 Design and Approval of a CAS Programme

4.2.1 Program and Assessment Design Requirements

To design a CAS programme, **Figure 2** provides an overview of the process steps. To support the design of the programme material, details to consider during the material development include:

- Programme is designed around written learning outcomes
- Programme design and assessment are designed to deliver learning outcomes using FOR-56 and FOR-58.
- Programmes are developed based on evidenced need and documented in FOR-56
- Programmes align with the relevant QQI award standards as identified in FOR-58
- Programmes design will be subject to internal evaluation and approval prior to submission for validation per SOP-27.
- Programmes will be subject to recognition of prior learning where applicable. SOP-60 describes the process to manage recognition of prior learning.
- Programmes will be subject to ongoing monitoring and periodic review per SOP-6 Self-Evaluation, Management Review and Continuous Improvement
- Programme design incorporate different Learning Styles per Section 4.3.1.
- Programmes are designed following the 4-step learning process per Section 4.3.2
- Programme design include guidelines for directed and self-directed hours for programme with different credit values per Section 4.4.
- Programme design complies with Policy 64 Teaching and Learning Policy.

4.2.2 Document Control of Program Records

During the Design and approval process, records are stored on one drive folder. Once program is approved, a Program File is set up with all records saved to this location and assigned a program number per SOP-1 Document Procedure.

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4.3 Training Design

4.3.1 Learning Styles

When designing a training module, there are 4 key learning styles. **Figure 4** provides an overview of the 4 learning styles as described by Honey and Mumford. Ensure that teaching and learning strategy includes for all four learning styles.

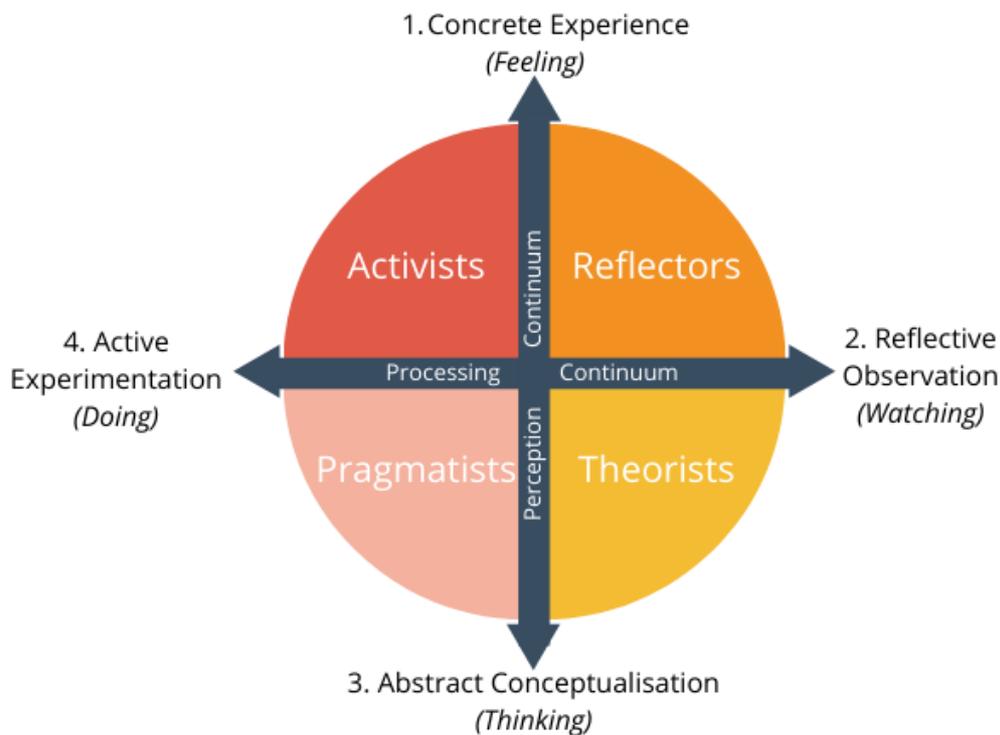


Figure 4 Honey and Mumford Learning Styles

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4.3.2 Training Process

Several training models can be utilized in the design of a training programme to support meeting the MIPLO's. Two models included here for considering in design are the Kolb Learning Cycle in **Figure 5** and Gagne Nine Events of Instruction in **Figure 6**.

At a minimum, the key elements within the training programme design must include:

- Explain the topic
- Demonstrate the topic
- Learner applies the topic to a scenario
- Trainer provides learner with feedback on activity

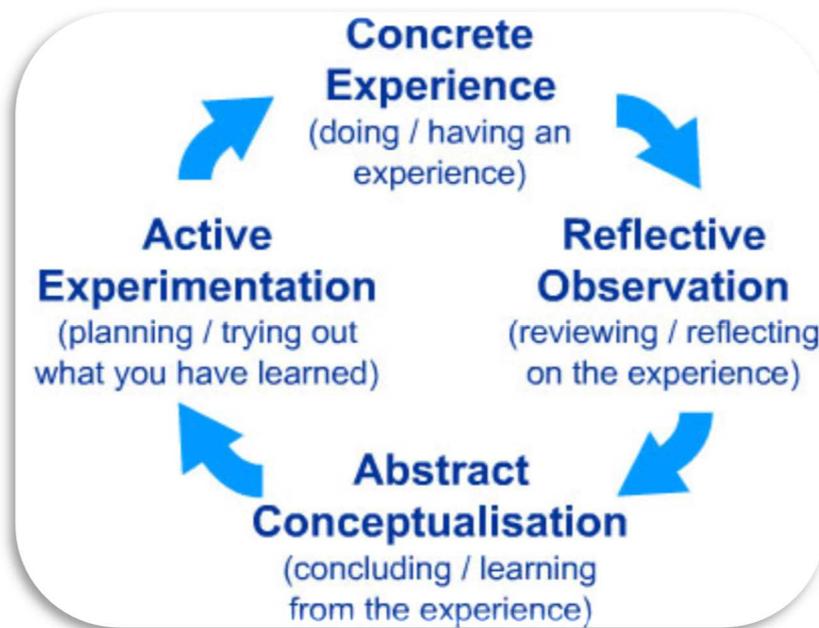


Figure 5 Kolb Learning Cycle

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Figure 6 Gagne Nine Events of Instruction

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4.4 Guideline Directed and Self-Directed Ranges

When developing programmes, there is a requirement to include a summary of Programme directed hours and Programme Self-Directed hours. QQI provide guidelines on hours within the [Programme Descriptor Template](#).

Table 1 outlines a summary of these guidelines for Major Awards and **Table 2** outlines a summary of these guidelines for Special Purpose, Supplemental and Minor Awards. When finalizing hours, refer to QQI link when developing a programme.

CLS can devise directed/self-directed ratios that fall outside the guidelines. Where this is the case, the provider may be required to supply additional details, including a rationale.

Table 1

Major Awards				
Level	Major Award Credits	Typical Learner Effort in Hours	Programme Directed Hours Range	Programme Self Directed Hours Range
1	20	200	150-200	0-50
2	30	300	250-300	0-50
3	60	600	300-550	50-300
4	90	900	400-800	100-500
5	120	1200	500-1000	200-700
6	120	1200	500-1000	200-700

Table 2

Special Purpose, Supplemental and Minor Awards				
Level	Credit Value	Typical Learner Effort in Hours	Programme Directed Hours Range	Programme Self Directed Hours Range
1 - 6	5	50	15-50	0-35
	10	100	30-100	0-70
	15	150	50-130	20-100
	20	200	80-160	40-120
	30	300	100-260	40-200

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4.5 Programme Pack Design Elements

When developing a new programme, the following activities are required:

- Open programme development per FOR-56
- For presentation template, use Presentation Template MT-78
- Create trainer presentation pack per section 4.3.2
- Include learner styles per 4.3.1.
- Include recommended Reading per Programme Development FOR-56 is included in the training material
- Where applicable, design exercise template design, complete with instructions and include in lesson plan design.
- Where applicable, design case study material with instructions and include in lesson plan design
- Complete a Lesson Plan for the programme using Lesson Plan template FOR-87.
- Complete/update Learner Handbook / Learner Manual MAN-77 for new programme, if required.

5. ABBREVIATIONS AND DEFINITIONS

5.1 Abbreviations

Abbreviation	Description
LO	Learning Objective

5.2 Definitions

Term	Definition
MIPLO	Minimum intended programme learning outcomes.
Directed Hours:	Directed hours are the hours the provider spends directly delivering the content of the programme to the learner. They include class contact, direct online contact, assessment, and laboratory time. They can include work-based direction, where there is a tutor and or instructor on-site delivering content.
Self-Directed Hours	Self-directed hours are the hours where the learning is learner-lead. They include practice time, work experience, preparation, study time and reflection time.

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6. RELATED DOCUMENTS

Doc ID	Title
SOP-27	QQI Validation of Programmes
SOP-26	Learner Assessment Process
SOP-6	Self-Evaluation, Management Review and Continuous Improvement.
FOR-56	Programme Development Form
FOR-58	Programme Development Approval Form
POL-64	Teaching and Learning Policy
FOR-86	Programme Improvement
FOR-87	Lesson Plan Template

7. SOP HISTORY

Revision #	Reason for Revision
1	Original Version

8. DOCUMENT APPROVALS

Role	Name	Signature and Date
Author	Maria Ryan	 24/02/2022
Approver	Christy Murphy	 24/02/2022